

San José State University
Department of Kinesiology
KIN 178, Management Strategies for Physical Education, Fall 2017

Course and Contact Information

Instructor:	Erin Siebert
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Office Hours:	Wednesdays 1-2 pm Thursdays 11am -12 pm
Class Days/Time:	Friday 3-6:50
Classroom:	SPXC 151; 170B
Prerequisites:	KIN 070 for majors/minors only or instructor consent; KIN 172, KIN 171A or concurrent enrollment and upper division standing.

Course Format

This course requires regular in class physical activity participation. Come to class dressed and prepared to be physically active (i.e., closed toe shoes, running pants/shorts, hair ties, etc.).

In addition to in class participation, students will submit assignments electronically via Canvas through the course site unless otherwise stated. Internet connectivity and a computer are needed to complete assignments.

As a part of this course, students are required to complete 20 hours, spread out over a minimum of 8 visits, of a middle school physical education class. Observations must take place at a PUBLIC school, no private schools are acceptable. The school you observe at must also be registered as an approved school site with SJSU. You will find a list of approved locations here: <http://www.sjsu.edu/kinesiology/internships/>; scroll to the bottom of the page under the header “Information for Community Organizations and Site Supervisors”. It is also possible to add schools to the list.

Web Resource

Course materials may be found on the e-campus [Canvas learning management system](http://www.sjsu.edu/at/ec/canvas/) at <http://www.sjsu.edu/at/ec/canvas/>. You are responsible for regularly checking the Canvas discussion board and email for information and messages. Login using your My SJSU username and password.

Course Description

Examines current practices for managing student behaviors, instructional technology, legal regulations, and physical fitness needs as well as exploring adolescent development.

Course Goals

SJSU Department of Kinesiology Program Learning Objectives (PLO):

- Students will be able to effectively communicate in writing (clear, concise and coherent) on topics in kinesiology.
- Students will be able to effectively communicate through an oral presentation (clear, concise and coherent) on topics in kinesiology.

- Students will be able to utilize their experiences across a variety of health related and skill-based activities to inform their scholarship and practice in the sub disciplines in kinesiology.
- Students will be able to identify and analyze social justice and equity issues related to kinesiology for diverse populations.

Course Learning Outcomes (CLO)

Upon successful completion of this course, students will be able to:

1. An understanding of the standards for the teaching profession related to behavior management, use of technology in teaching, and legal aspects of teaching.
2. An understanding of theoretical perspectives for maintaining, decreasing, and increasing student behavior.
3. Appropriate use of methods and techniques to gain student discipline and appropriate student behavior.
4. The ability to use assessment tools in gathering and analyzing student performance data.
5. The ability to design lessons based on current research as it relates to time management.
6. The ability to reflect on a teaching event and make improvements/suggestions with regards to management of the learning environment based upon best practices.

Required Texts/Readings

Textbook

Carpenter, J., & Sinclair, C. (2011). Physical best activity guide: Middle and high school levels (3rd ed.), Champaign, IL: Human Kinetics (ISBN-13: 978-0-7360-8118-4).

Lavay, B.W., French, R., & Henderson, H.L. (2016). Positive behavior management in physical activity settings (3rd ed.), Champaign, IL: Human Kinetics (ISBN-13: 9781450465793).

Orlick, T. (2006). Cooperative games and sports: Joyful activities for everyone (2nd ed.), Champaign, IL: Human Kinetics (ISBN-13: 978-0-7360-5797-4).

Other Readings

California Department of Education. (2009). Physical education framework for California public schools: Kindergarten through grade twelve. Sacramento, CA: CDE Press. <http://www.cde.ca.gov/ci/cr/cf/documents/2009peframework.pdf>

Library Liaison (Optional)

Adriana Poo; Adriana.Poo@sjsu.edu

Course Requirements and Assignments (Required)

All assignments will be turned in electronically via the course Canvas site unless otherwise stated. Elaborated assignment descriptions will be posted on Canvas. It is most beneficial to you to follow all directions carefully to maximize your opportunity to receive the highest grade possible. It is each students responsibility to know when each assignment is due, due dates are listed on the schedule and on Canvas. Each assignment is due by 11:59pm of the due date unless otherwise stated. NO late assignments will be accepted unless prior arrangements have been made with the professor.

1. **Weekly In-class Assessments:** During each class there will be an assessment based on assigned readings, activities completed in class, or other in-class projects. There will be 13 given; your top 11 scores will count towards your grade.
2. **Journals:** Each student will keep a journal documenting their observation of a minimum of 20 hours spread out over a minimum of eight (8) visits of a middle Physical Education class. Observations must take place at a UOC approved public high school. The requirements of this portion of your grade include:

- a. Verification from the mentor teacher that a **MINIMUM** of 20 hours of observations were made via the hourly log sheet. This will be available on Canvas.
 - b. A journal of daily reflections. These journals should be brought to class (KIN 178) each meeting and will be checked periodically.
 - c. Adherence to the Professional Expectations (see below).
 - d. There will be specific topics/tasks for each observation you complete. A list of options and methods will be discussed in class and available on Canvas.
3. **Lesson Plans:** Each student will teach **multiple** lessons, minimum of 4, to their peers throughout the semester (two cooperative games lessons and two fitness lessons). The number of lessons taught depends on the number of students in the course and amount of time available to teach. The content of each lesson will be determined at least two weeks in advance. The lesson plan will be due one week prior to the lesson being taught. Students are required to use the provided lesson plan template and let the instructor know if any equipment they will be needing for their lesson one week prior to the lesson being taught. After the lesson has been completed, a thoughtful reflection will be completed to discuss the lesson (see below).
 4. **Teaching Lessons:** Each student will be evaluated on not only how well they prepare their lesson plans but how they teach their lessons. In general, students will be evaluated not only how well they present the information, but how well they address the management issues that arise during their lesson. Students will be provided with a rubric on how this portion of the grade will be determined.
 5. **Reflections:** Each student will write a detailed, concise, and succinct reflection on their teaching. Students will critically evaluate what went well, what didn't, and what they would change before they taught the lesson again.
 6. **Behavior Management Project:** Each student will be required to complete a behavior management project to earn a grade in this course. Failure to complete this project will result in an incomplete for this course. Upon completion of this project the student will have a portfolio of strategies to handle a variety of behavior issues. This will include, but is not limited to behavioral protocol related to attaining and returning equipment, starting/stopping instruction, going to the bathroom, minimizing off-task behavior techniques, how to gain support from others, etc. The purpose of this project is to make you aware of the complexities related to behavior management and also prepare you with an artifact you can utilize during your lesson preparation and during job interviews. This is an ongoing project and will be discussed in detail in class.
 7. **Exams:** There will be two exams, a midterm and a final. The format of the midterm will be discussed in class and cover all content discussed in class and from assigned readings to that point. See below for info about the final exam.

University Credit Hour Requirement

Success in this course is based on the expectation that students will spend, for each unit of credit, a minimum of 45 hours over the length of the course (normally 3 hours per unit per week with 1 of the hours used for lecture) for instruction or preparation/studying or course related activities including but not limited to internships, labs, clinical practica. Other course structures will have equivalent workload expectations as described in the syllabus.

Final Examination or Evaluation

There will be a final exam. The final will cover material presented over the entire semester and will be discussed in greater detail in class. The final will be given on December 13th, from 12:15-2:30pm.

Grading Information

Description	Points
In-class assignments	55 (5 points each)
Lesson plans	40 (10 points each)
Journal	50
Teaching	30 (15 points each)
Reflection	20 (10 points each)
Final Project	55
Exams (2)	100 (50 points each)
Total	350 points

Determination of Grades

		A = 100-94%	350-328 points	A- = 93-90%	327-314 points
B+ = 89-87%	313-303 points	B = 86-84%	302-293 points	B- = 83-80%	292-278 points
C+ = 79-77%	277-268 points	C = 76-74%	267-258 points	C- = 73-70%	257-244
D+ = 69-67%	243-233 points	D = 66-64%	232-223 points	D- = 63-60%	222-209 points
		F = Below 60% Unsatisfactory		208 points or bellow	

- At SJSU all grades are earned as either a base letter grade (i.e. B) or with a plus (i.e. B+) or minus (i.e. B-). To earn a plus on a letter grade the students will need to earn above the 7th percent in that grade category (i.e. 67%, 77%, etc.). To earn a minus on the letter grade the students will need to earn at or below the 3rd percent in that grade category (i.e. 63%, 73%, etc.).
- Final total grades will be rounded, .49 rounds down to next whole number and .5 rounds up. This is based on your grade, not points. So if you had 327.7 points total, your grade would be 93.62%, this would be rounded to 94% and receive a letter grade of A, not A-.
- Extra credit options, if available will be announced in class only.
- It is each students responsibility to know when each assignment is due, due dates are listed on the schedule and on Canvas. Each assignment is due by 11:59pm of the due date unless otherwise stated.
- NO late assignments will be accepted unless prior arrangements have been made with the professor.

Classroom Protocol

1. Check Canvas regularly!
2. Come to class prepared by completing required readings and assignments.
3. Respect your teacher, classmates, and guests by not talking while they are and be an active participant in class activities.
4. Dress and act professionally! This is a teacher preparation course and you will be treated as such. Students are expected to act and dress accordingly in the classroom setting and especially when we are working with local schools. When we are on campus you should wear clothing you can move in, we will be physically active during class. If you are unable to physically perform what is asked of you please let me know!
5. Cell phones and other distractions (i.e. laptops, newspapers, and other recreational materials) should not be present during class unless otherwise stated.
6. If you have any questions or concerns email me, I will respond to your email within 48 hours business hours (e.g., if you email me Friday at 5:30 I may not respond until the following Monday or Tuesday)

Professional Expectations & Dispositions:

1. At NO TIME shall the field experience student teach a full lesson. At NO TIME shall the field experience student be unsupervised or responsible for the class being observed. Your role is to OBSERVE only, no teaching.
2. I will be professionally dressed every day in accordance with the school's faculty/staff dress code.
3. I will work under the direct supervision of the mentor teacher.
4. I will seek advice from the mentor teacher and university faculty with any questions and concerns I may have with this field experience.
5. I will call my mentor teacher if for an emergency I am not able to be at the school site when expected. Documentation is necessary.
6. I will reflect on the lessons I observe every day and write an appropriate reflection after its completion.
7. I will be prompt and on time.
8. I will act and talk in a professional manner while at the on-site school.

University Policies (Required)

Per University Policy S16-9, university-wide policy information relevant to all courses, such as academic integrity, accommodations, etc. will be available on Office of Graduate and Undergraduate Programs' [Syllabus Information web page](http://www.sjsu.edu/gup/syllabusinfo/) at <http://www.sjsu.edu/gup/syllabusinfo/>"

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Course Schedule

This is a tentative schedule; changes may be made as the course progresses. No additional coursework or assignments will be given. Students will be notified of any changes at least one week in advance in-class and/or via Canvas.

Italicize text represents the topics for that night, underlined text represents when a reading is assigned, **bolded text** represents when an assignment is due (some depend on teaching schedule).

Course Schedule

Week	Date	Topics, Readings, Assignments, Deadlines
1	8/25	<i>Welcome, introductions, course overview, defining behaviors</i>
2	9/1	<i>Positive behavior management, Cooperative games, <u>Lavay Chapter 1 and 2, Orlick Chapter 1</u></i>
3	9/8	<i>Evaluating behavior, Peer Teaching (10min CG) <u>Lavay Chapter 7, Lesson Plan</u></i>
4	9/15	<i>The behavioral approach, Bullying, Peer Teaching (10min CG), <u>Lavay Chapter 3, 4 and 8, Lesson Plan</u></i>
5	9/22	<i>The behavioral approach, Bullying, Peer Teaching (20 min. CG), <u>Lavay Chapter 3, 4 and 8, Lesson Plan</u></i>
6	9/29	<i>Fitness education, Peer Teaching Peer Teaching (20 min. CG), <u>Carpenter Chapters 1-6, Lesson Plan</u></i>
7	10/6	<i>Fitness education, Peer Teaching Peer Teaching (20 min. CG), <u>Carpenter 7-10, Lesson Plan, Article Analysis</u></i>
8	10/13	<i>Peer Teaching Peer Teaching (20 min. CG), <u>Midterm Exam, Lesson Plan</u></i>
9	10/20	<i>Peer Teaching (10 min. FIT), Lesson Plan</i>
10	10/27	<i>Developing a behavior plan, Peer Teaching (10 min. FIT), <u>Lavay Chapter 11, Lesson Plan</u></i>
11	11/3	<i>Developing a behavior plan, Peer Teaching (20 min. FIT), <u>Lavay Chapter 11, Lesson Plan</u></i>
12	<u>11/10</u>	<u>Veterans Day: No Class</u>
13	11/17	<i>The humanistic approach, professional ethics, Peer Teaching (20 min. FIT), <u>Lavay Chapter 5 and 10, Lesson Plan [NAPE conference]</u></i>
<i>14</i>	<u>11/24</u>	<u>No Class: Fall Break</u>
15	12/1	<i>The humanistic approach, professional ethics, Peer Teaching (20 min. FIT), <u>Lavay Chapter 5 and 10, Lesson Plan</u></i>
16	12/8	<i>The biophysical approach, Peer Teaching (20 min. FIT), <u>Lavay Chapter 6, Journal, Final Project, Lesson Plan</u></i>
Final Exam	12/13	12:15pm-2:30pm